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BOOK REVIEWS AND NOTES.

PSYCHOLOGY AND FOLK-LORE. By *R. R. Marett, M.A., D.Sc.* London, Methuen and Co. Pp. x, 275. Price, 7s. 6d. net.

In this book the author (who is the University Reader in Social Anthropology at Oxford) has brought together a number of addresses, essays and reviews dealing with his special subject. Dr. Marrett, following what he regards as the fundamental method of his science, attempts sympathetically to insinuate himself into the attitude of mind of the unlettered peasant as a means of understanding the mental processes of more primitive people. Thus he is interested in ancient customs and beliefs not as museum specimens but as vital expressions of tendencies which civilization has submerged rather than completely destroyed. "Hence," he says, "given conditions unfavorable to the predominance of the scientific temper, the lurking superstition will out; so that the magic-haunted fantasy of aboriginal Australia comes to life again in the witch-mania of a Europe which, paradoxically enough, is in the throes of an intellectual and spiritual re-birth." So fertility charms are still on sale in the East End of London, while in the West End a *séance* with a Witch of Endor is doubtless to be obtained for a suitable fee. This point of view which is arrived at through a thorough intimacy with modern psychology and its methods enables Mr. Marrett to see something like unity in the sphere where his predecessors were wont to find confusion. This suggestive book will raise many expectations which Dr. Marrett will find it no doubt an interesting task to satisfy.

FRANK WATTS.

A SHORT HISTORY OF EDUCATION. By *John William Adamson.* Cambridge University Press; New York: G. P. Putnam's Sons. 1919. Pp. xi, 371. Price, 12s. 6d. net.

This book contains a most convenient and readable summary of the history of Education in England; for it does not (as its title would suggest) deal, except incidentally, with that of other countries. Professor Adamson writes mostly of

institutions—schools and colleges—and the work done in them, since he holds that “the history of education is not coincident, point for point, with the history of opinions concerning what education ought to be.” For the earlier centuries the history is admittedly (and at present almost necessarily) based on the researches of the late A. F. Leach; though Professor Adamson does not follow all the deductions which that writer was wont so truculently to preach. There is, however, a useful chapter on the education of chivalry, which trained the many who were not of the scholarly type. But on the whole the account of medieval education is the least satisfactory section; the truth indeed being that far more research is necessary before that history can be adequately written. The account of Humanism, of the New Philosophy and its educational developments (in which, as might be expected from Professor Adamson, Ratke is not even mentioned), and of the eighteenth century, are all excellent. The drab story of the nineteenth century is told as lucidly as may be; though it seems a pity that the continuation of that story should end at 1903. The value and interest of the book are increased by contemporary descriptions of education in various centuries, e. g., those of John of Salisbury and John Wallis, and of works of traditional importance, such as the *Doctrinale* of Alexander de Villa Dei. Altogether it is the soundest text-book on its subject that has yet appeared.

F. A. CAVENAGH.

A HISTORY OF THE CONCEPTIONS OF LIMITS AND FLUXIONS IN GREAT BRITAIN FROM NEWTON TO WOODHOUSE. By *Florian Cajori*. London: The Open Court Publishing Co., 1919. Pp. 293 + vii contents + 6 index. Price, 7s. 6d.

Everybody who is interested in the fundamentals of the Calculus should read this ably written little book. Starting with the works of Newton that contain mention of fluxions, we are led, through a chapter on printed books and articles on the subject which were published before 1734, to the controversy between Berkeley on the one side and Jurin and Walton on the other. Then we have the controversy, Robins and Pemberton versus Jurin, which really produced valuable results; these, leading immediately to several texts on fluxions, ultimately caused the production of Maclaurin's Treatise of 1742. We are then given a bibliography of books published between 1745 and 1761, with extracts and short discussions; of these Professor Cajori remarks that only two were of any real interest, namely, those of Simpson and Emerson. These two works lead to a controversy between Robert Heath and others as partizans of Emerson and John Turner and others as partizans of Simpson; this controversy had little to commend it. The final chapters deal with abortive attempts at arithmetization, later books and articles on fluxions, and criticisms by British writers; a summary of the whole by the author, under the chapter-heading “Merits and Defects,” closes a most interesting volume.

There is but one matter for adverse comment: this occurs on page 36, where Professor Cajori founds an argument on the occurrence of the words “at the very *instant*,” taken from the translation by Thorp of the Latin of